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THE NICARAGUA CANAL.

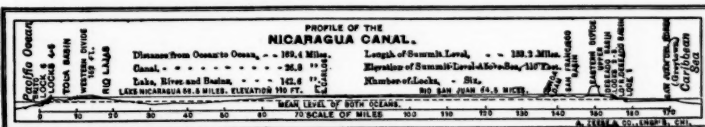
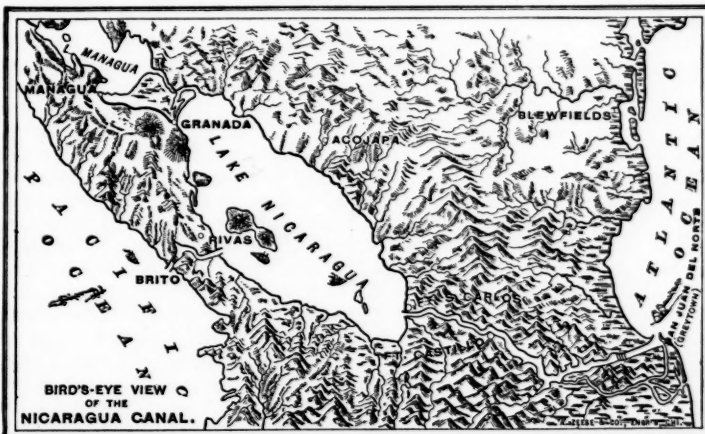
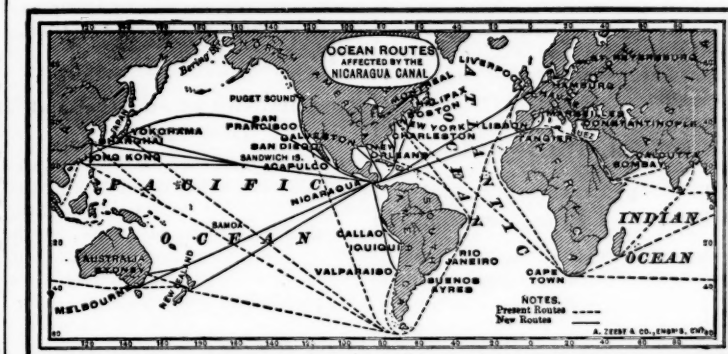
To the People of the United States:

The committee appointed by the National Nicaragua Canal Convention at its meeting in St. Louis, June 2d and 3d, to prepare an address to the American people giving information as to the feasibility of the Nicaragua canal and its commercial and other advantages to the United States, has just finished the preparation of such address. The committee is composed of John S. Jones, of Arkansas; ex-Congressman Converse, of Ohio; R. W. Millsap, the prominent banker of Mississippi; Capt. J. F. Merry, of Manchester, Iowa; S. H. Hawkins, the railroad president, of Georgia; Capt. Ambrose Snow, president of the New York Board of Trade and Transportation, and ex-Gov. John S. Pillsbury, of Minnesota.

The address is supplementary to the resolution adopted by the St. Louis Convention, which pointed out the advantages of the canal and urged its construction, ownership and control by the American people rather than the English, French or any other nation. It takes the position that a canal, joining the Atlantic and Pacific oceans, should be constructed for the most important commercial, strategic and patriotic reasons, and says that the subject of such a canal is the most vital connected with the welfare, growth and prosperity of the United States. It declares that the only feasible route for such a canal is by way of Nicaragua, and points out that the conventions of the two great political parties have endorsed the project.

It appears that all the engineers have agreed in expressing a decided preference for the Nicaragua route, because, among other reasons, only 26½ miles of the entire distance of 169½ miles from the Atlantic to the Pacific ocean through Nicaragua will have to be excavated. The other 142½ miles consist of Lake Nicaragua, the San Juan river and depressions in the surface of the earth. Lake Nicaragua will constitute a harbor sufficient to accommodate the navies and commerce of the world. It is 110 miles long, 60 miles wide and is 250 feet at its deepest points. Vessels entering the canal from the Atlantic ocean will sail on a level with the ocean for 12½ miles, at the end of which they will be raised by three locks to the level of the lake. They will sail along the San Juan river and the lake on the lake level to a point within three and one-half miles of the Pacific ocean. Here they will be lowered by the locks to the level of the Pacific ocean.

The committee says the cost, including the payment of interest during the process of the work, will be less than \$100,000,000, and the time required for the completion of



the work is within five years. The climate of Nicaragua is healthy, and out of 1,600 northern men employed in constructing a railroad through a swamp only two died during a period of four months. Of 200 northern engineers and skilled mechanics who have worked for the canal company for three years not one has died from a disease incident to the country. By the Nicaragua canal the distance saved is shown by this table:

Between	Miles Present Route, via	Miles via Nicaragua Canal.
N. Y. and San Fran.	Cape Horn, 15,600	4,907
N. Y. and Puget Sound	Magellan, 13,935	5,665
N. Y. and Hong Kong	Cape G. H., 13,750	10,695
N. Y. and Melbourne	Cape Horn, 13,760	9,882
L'pool and San Fran.	Cape Horn, 15,630	7,627
N. O. and San Fran.	Cape Horn, 16,000	4,147

The wheat crop of the Pacific coast in 1891 was over 1,800,000 tons and eighty per cent of the wheat was exported by sailing vessels and a large proportion of it passed around the Horn. The Nicaragua Canal by shortening the route to Atlantic ports would not only save the producer cost of freight but the revenue of the canal at \$2 per ton toll would be nearly \$3,000,000 on wheat alone. It is shown that there are 500,000,000 thousand feet of merchantable timber

in Washington and Oregon to the value of which over \$2 per thousand feet would be added by cheap water transportation via the Nicaragua Canal. The gross addition to the value would amount to the enormous sum of \$1,000,000,000, even at this low estimate of \$2 additional. The fruit industry of California would quadruple in two years from the opening of the canal for business and fast refrigerator steamers would deliver fruit from California to New York in ten days, to Liverpool in fourteen days, to New Orleans in eight days. The mountains of the Pacific coast are rich in lead, copper, silver and gold, while the plateaux and valleys afford a cereal belt with a soil more durable, and more favorable seasons for seeding and harvesting than any part of the world, and the committee thinks the completion of the Nicaragua Canal only is needed to develop that country to production of gigantic proportions and double the population of the Pacific Coast in a few years. The cotton growing sections of the gulf states have undergone a depression, and the committee believes that nothing could be of greater immediate advantage than the canal in relieving that depression, and

making a market for American cotton in Japan, China and Corea, where already the people are beginning to manufacture cotton goods by machinery. Japan imported over 7,000,000 pounds of American cotton in 1891, most of which was shipped from New Orleans to New York and then by rail to Vancouver and steamship to Japan.

At present the coal of South America and the Pacific coast is monopolized by the English. The committee thinks that if the Nicaragua Canal were opened the Alabama and West Virginia coal would have a decided advantage over English competitors, not to mention the enormous amounts of coal the canal company itself would use. At the entrance of the Suez canal last year 1,500,000 tons of coal were sold. In competition with England for Pacific Ocean trade the Nicaragua Canal would give American commerce an advantage of 2,700 miles, while besides the specific benefits, the committee thinks great general benefits will accrue to the entire Mississippi Valley, the lake ports, and the Atlantic coast. Ship building and the shipping interests in New England will receive a new impetus. A new coasting trade will spring up and American tonnage on the high seas will largely increase.

The committee says that great trans-Atlantic powers are looking with covetous eyes toward the Nicaragua project and that foreign governments would very cheerfully and eagerly embrace an opportunity to take advantage of the enterprise with unlimited capital and prompt energy, but it conceives it to be the patriotic and political privilege of the United States to complete the canal. The commercial and naval supremacy of the nation which might secure control of the canal demands imperatively that its control should not pass away from the people of the United States. It is made plain that two fleets would be required to block an American fleet in Nicaragua where one would be necessary elsewhere. As a foothold from which to attack or defend, to threaten or protect all the coast, islands and adjacent seas, it is a more commanding power than Gibraltar.

Among the beneficial results foreseen are a more practical drawing together of the remote parts of the vast domain of the world and a firmer cohesion of the widely separated sections of the United States, added to a stronger feeling of neighborhood and community between the Atlantic and Pacific seaboard. The consummation of the work, whose feasibility has already been demonstrated, is asserted to be of far greater importance to the Western hemisphere than the Suez Canal is to the Eastern. It is said that no precedent can be cited upon which to predict the

future of American commerce when the gateway of the Inter-Oceanic Canal across Nicaragua shall be open to it.

All surveys and examination of strata requiring removal have been completed. The jetty has been constructed and the harbor of the Greytown has been restored so that vessels of 14 feet draft have an easy entrance. Extensive wharves, landing places and permanent building have been constructed, temporary camps erected, a telegraph line made, canal cleared of timber for twenty miles, and a railroad twelve miles in length constructed and equipped. The biggest dredging plant in America, that formerly used at Panama, has been purchased, and over a mile of the canal has been dredged. The exclusive franchise for the steam navigation of the San Juan River and Lake Nicaragua and an extensive plant for the Navigation Company have been acquired. The Government of Nicaragua has acknowledged that the company has complied with the canal grant, which provided that \$2,000,000 must be expended the first year. It is shown that the amount of money spent to date on the enterprise is over \$6,000,000. The enterprise is endorsed by the leading business men of the country, and that it will be judiciously and economically managed is assured by the character of the board of directors, who, by the charter of the company, are accountable to the Government of the United States. The Secretary of the Interior has the power to make public all the details of the corporate management, thus protecting the investor against misuse of his money.

The Suez Canal, it is shown, saves only 3,600 miles around the Cape of Good Hope, as against over 10,000 miles saved by the Nicaragua Canal; and the following table shows the number of ships passing through, the net tonnage and the gross receipts of the Suez Canal for six separate years:

Year.	No. Ships.	Net Tonnage.	Gross Rec'ts (Francs.)
1870.....	488	436,600	4,345,758
1875.....	1,494	2,009,984	26,430,750
1880.....	2,026	3,057,421	36,492,620
1885.....	3,624	6,335,752	60,057,259
1890.....	3,389	6,853,637	68,983,500
1891.....	4,206	8,699,020	83,421,504

The tonnage tributary now to the Nicaragua Canal, and which would pass through after its opening, is over 6,000,000 tons a year. At \$2 per ton, the charge made by the Suez Canal, this would be \$12,000,000 in tolls. The cost of operation and maintenance is placed at less than \$1,000,000, and 6,000,000 tons would show a net income of \$11,000,000 per annum. The committee is confident that within five years the income will be over \$20,000,000.

The committee says it is no longer a question whether the canal will be built or not. The only question is as to who shall build it, and who shall control it when built? It says it has been informed that European syndicates have already made overtures to the canal company, but the committee believes the United States cannot afford by carelessness, hesitation or neglect to permit an enterprise of such magnitude and of such far

reaching advantage to pass under the control of any foreign company. "It therefore behooves us," the address concludes, "as a nation conscious of the power we wield and of the greater influence we may exert upon the destinies of this continent, to perform the duties without delay which we deny other nations the privilege of assuming, and to adopt, now the best means of securing the early completion of this work, whose advantages we are willing to share with the world but whose control should never be allowed to pass out of our hands."

SMALL BEGINNINGS.

It Is Safer to Climb a Ladder Than Fall From the Top.

Boys starting out in life should have distinct aim, a goal upon which their thoughts and aspirations should be firmly fixed, for in no other way is success so assured. History teems with instances where great men have started at an early time to acquire knowledge in the particular line to which they devoted their whole life.

Yet all boys who aspired have not risen. The shores of the sea of life are strewn with the wrecks of ambition. And there are hosts of others whom circumstances have forced into entirely different channels from those they intended to follow.

Peter Cooper made a great part of his fortune as an iron worker, and Cyrus W. Field will always be remembered as the projector of the Atlantic cable, yet neither had any such ambition in their youth.

When the little store in Burling slip bore the sign: "Cyrus W. Field, Rags," the sign on a neighboring store read: "Peter Cooper, Glue." The great financier, Jay Gould, started life as a tanner and surveyor, and Thomas A. Edison was a train-boy and newsboy.

Instances might be multiplied indefinitely of boys who have started out to be one thing and achieved success in something entirely different, and they all point to the same moral. It is the duty of every boy to do what comes to his hand to the best of his ability and bide his time for greater things.

A boy who aspires to be a lawyer may grumble if he is confined to a shoemaker's bench, but he should remember that it is better to be a good shoemaker than a poor lawyer, and, if he has the stuff in him for a great lawyer, no shoemaker's bench can hold him down.

The tailor's trade was no bar to Andrew Johnson's ambition, and Abraham Lincoln became a lawyer, although he studied by the light of a pine knot.

No great man has ever despised small beginnings. Why should he? As well might a baby refuse to walk, because he at first had to creep.

There are a few fortunate boys in the world who are so situated that they can follow any trade or profession they please. They have parents or relatives who will pay their tuition and afterwards secure them situations.

With this advantageous start, such boys should never fail in life, but it is a melancholy fact that many do.

The explanation is probably found in the perversity of human nature, that leads us to value only those things for which we have to struggle. There are notable exceptions, but as a rule it is the poor boy who achieves greatness in this country.

But he never will if he refuses to begin at the bottom of the ladder. If he will not stoop to small things. Stick to the humble beginnings until you are fit for something better and let each step be upward.—*Golden Days.*

The Condition of an Uneducated Deaf-Mute.

Can you imagine a more deplorable condition than that of an uneducated deaf-mute? He has no opportunity to enjoy the pleasures of life, for he cannot communicate with the people around him. He does not even know the names of the common objects before him. He sees the beautiful things in the world as well as hearing people, but he understands nothing about them. He sees the flowers and smells their sweet fragrance, but he does not know how they grow in the summer, or why they die in the winter. He had no idea of the laws by which nature works. He may be naturally very bright and may think and reason about the actions and events that occur about him, but he is powerless to express his thoughts without a language. A few wants and feelings he learns to show by some simple signs, but he must pass through life deprived of the great satisfaction of being able to communicate fully with his parents and friends. Even a man who hears, if uneducated, has very little chance to succeed in the world. He cannot obtain any good position that will give him a comfortable living. If he does not understand mathematics, he cannot get a position as book-keeper; he cannot trade, for he does not know if he is losing or gaining. But he must do something that requires no brain work, and he will undoubtedly remain poor all the days of his life. Surely it is still worse for a deaf-mute to be placed in such trying circumstances. He can only remain at home in the condition of a child helping his parents, without any independence or anything he can call his own. Or he may be able to earn a few dollars at such work as he has been able to pick up. If the deaf-mute does not take advantage of the many schools that are opened to him, he will always remain in ignorance of God, of truth, of himself and the future. He cannot make friends, for he can neither write or read. He can not make money, for he has not learned a trade, and he will be always dependent on some one else, perhaps a burden to others, and in short, a very miserable man. Thus to be deaf is a very great misfortune. But education opens the way for the deaf as it does for the hearing. It is a rugged path beset with difficulties, but it leads into vast fields of knowledge in the natural world and in the world of thought. Though he cannot hear, he can learn what is going on in the world as well as hearing people. He cannot talk, but he can write to those around him. He can

even learn to speak if he takes in lessons in articulation, and he can know what people reply by reading their lips. He can select a trade and support himself and others. In fact, his position and his happiness depend on his education. The uneducated deaf are even more deplorable than the uneducated blind, for the blind can always obtain a great amount of information from those about them, but the deaf must remain in ignorance because they do not understand even the written or printed word.

Let us stop then and consider what a blessing this institution is to the deaf in this part of this State, and let us be thankful there are many such institutions in this country that afford to every deaf child in the land an opportunity for an education which will benefit him all through life.—"B." in the *Northern New York Inst.'s Annual Report.*

YOUTHFUL CHITCHAT.

"PAPA," said a talkative little girl, "am I made of dust?" "No, my child. If you were you would dry up once in a while."

MAMMA (hurriedly)—"Dot, I wish you'd mind the baby."

Little Dot (mystified)—"I don't know what he says."

"HOORAY!" roared the fire as it leaped up the chimney.

"Keep still!" called the water-pot, "or I'll put you out."

THE nurse began: "Sing a song of six-pence, pocket full of rye—"

"But a feller don't have a six pants-pocket," objected the small boy.

"I DON'T think it's exactly fair for my teacher to keep me in because she can't read my writing," said Willie. "It isn't my fault if she doesn't know how to read."

"WHAT do you call your dog?" asked his uncle.

"Don't call him anything," said Tommy. "He comes when you whistle."

INDULGENT MAMMA—"Well, what does my little pet want now?"

Little Pet (sleeping)—"I wish the sun wouldn't get up so early in the morning."

MIND.

Mind your own business.

Mind your tongue! Don't speak hasty, cruel, unkind, or wicked words.

Mind your eyes! Don't permit them to look on wicked books, pictures, or objects.

Mind your lips! Don't let tobacco foul them. Don't let strong drink pass them. Don't let the food of the glutton enter between them.

Mind your hands! Don't let them steal, or fight, or write any evil words.

Mind your feet! Don't let them walk in the steps of the wicked.—*Selected.*

Men's morals should be measured by the way they affect other men.

Mr. Snow married Miss Ice down in Oklahoma the other day. Now look out for a thaw.

INDUSTRIAL.

In future, we will print under this head communications from individuals, comments or newspaper extracts relative to the Technical or Industrial progress of the deaf.

The shops, where different trades are taught at the deaf-mute schools, should be as perfect as possible. They should contain tools and machinery, that by their use the apprentice on entering new and untried places will not feel embarrassed for want of experience. The instructors should be experienced men and should have an interest in their charges, and be able to interest them in their work.

One of the hardest things met with by instructors of trades, is to get their pupils interested in their work. When once interested, the love which he has for that particular kind of work, increases; his progress is steady and his success is assured.

Nothing discourages apprentices so much as to be ridiculed by their instructors, when they make mistakes. Point out their errors kindly and clearly and let each feel that he has some confidence in himself. Main force meets with resentment in all cases and should never be practised.

An uneducated deaf-mute is considered one of the most forlorn of human beings, but is not an educated mute without a trade nearly as badly off. In the first case the uneducated deaf-mute is cared for either by parents or by charity, while in the second he is expected to look out for himself.

The State expects some return for the money spent in educating him, and he is less liable to receive charitable assistance than the uneducated. This mute will find it almost next to impossible to obtain work. Is it not, therefore, very important that every deaf-mute should receive hand training in some one of the various industries taught at the schools for the deaf?

It is our belief that the industrial departments in our schools should be as complete as possible in every department, in order that the pupils may obtain the very best results. The State cannot spend too much money in this direction. The returns will be larger in proportion to the amount appropriated towards the perfection of these departments.

Dr. E. H. Jenkins, of New Haven, who is now travelling in Europe, writes to his brother, the Principal of this school, as follows: "I saw several deaf-mutes in the Meissen factory, painting china; was told that they were particularly industrious and valuable workmen." This factory is the one where the famous Dresden china is made.

George Mitchell, who left our school at the close of the last term, has secured work in a carpenter shop at Phillipsburg, and is doing very well. He was taken on at the usual wages paid to beginners, but this month his

pay is raised to that of a journey-man carpenter. This shows that boys who takes pains to improve in the industrial classes can fit themselves to earn a good living.

Ray Burdsall got work on the building of a new factory at Barnegat this summer and earned full wages, but he has come back for one more year's instruction.

Some changes have taken place in the printing office. The proof-press was removed to another room and by a clever arrangement of the case-frames, room was secured for a table, or what is known as a "bank" in printer's parlance. This change enables the boys to do nearly twice as much work as formerly, which accounts for the increased number of pages to the SILENT WORKER. As improvements to this office are added, the boys who work in the office improve accordingly.

We are anxious to get as many subscribers for the paper as possible, in order to help improve the paper and purchase new things for the office. The more we get, the more will it help those who are trying to master the art. Every parent who has a child in the school should subscribe for this paper. Parents should feel it their duty to know what is going on in the school where their child is being educated. Graduates should take an interest in the school that prepared them for a life career, and should be among the first to show that love and reverence for their *alma mater* by taking a year's subscription to the school paper, or by contributing to its pages.

The trend of public opinion, as expressed in connection with our system of public school instruction, is undoubtedly in favor of enlarged facilities for the acquirement of a more thorough and practical technical education. A mere knowledge of book subjects, however useful they may be in a general sense, does not meet all the requirements of life. This is essentially a time of keen business competition; and men and women, in order to act a respectable part, must be thoroughly equipped for the conflict. Their hands, as well as their minds, must be trained for the work that a busy world will impose upon them. If, therefore, the need of manual training is considered a necessary adjunct of a public or college school education, is it not equally as important in connection with the education of the deaf? The recognized disabilities under which the deaf labor, in competing for a share of life's favors, would seem to give them a prior claim for such a training. That this fact is being recognized by those responsible for the education of the deaf is fully demonstrated by the the generous provisions made, in the establishment of industrial department at schools for the deaf. But more can be done, and money expended in this way will be wisely invested.—*Canadian Mute.*

At the second day's session of the conference of the deaf-mute educa-

tors held at Denver, Col., last August the principal paper of the morning was read by Superintendent F. D. Clarke, of Arkansas and was as follows:

A TECHNICAL SCHOOL FOR THE DEAF.

I take it that the chief object of this meeting is that we may consult with and advise each other as to the means and methods which will best advance the interests of the deaf children of this country. I am here now with two questions, about which since our last meeting I have thought long and seriously. To improve the technical perhaps I should say the manual, training of the deaf has for a long time been an object very dear to me. When our pupils seek a trade they, as things now stand, are confined to a very narrow range. Gardening, printing, shoemaking, carpentry, cabinet making and some few others for the boys; dressmaking, sewing, and painting for the girls are about all that most institutions teach.

Do any of us for a moment believe that there are not many of the deaf capable of mastering more complex and better paid trades? Is there any reason why a deaf man or woman may not excel at any trade that does not require hearing, except that deafness prevents their learning those trades as hearing youth do?

Without any word of blame for the many excellent shops attached to our schools, do they give our children a sufficient variety of trades to choose from? Is it not true that the very best industrial departments in any of our schools sink, into pitiful insignificance when compared with any of the many schools and colleges which teach hearing youth how to work; for instance, with the Pratt Institute of Brooklyn? I hardly think any of you will deny this.

How shall we improve? Each separate school may do much for its own pupils, possibly more than is done now. Doubtless each principal now here, has some plan on which he is now working to improve his own industrial department. But is not each of us met with the question of money? Does not each of us feel that we have boys and girls, who would shine in some useful handicraft that we cannot possibly teach?

This brings me to the first question that I would ask you:—

Is it not extremely desirable that we should have a free national technical school for the deaf? One to which we could send all of those ardent young natures who would adorn trades we cannot teach.

I will not tell you all that I think such an institute should teach, or how it should teach; but among its graduates we should find pattern makers, moulders, steam-fitters, plumbers, engineers, electricians, stone-cutters, masons, engravers, milliners, dressmakers, floriculturists, etc. Its instruction should be such that we could truthfully say to those who employ such skilled labor: "This young person knows all about his trade: he only needs a few months daily practice at it to gain speed in doing it." There are plenty of places waiting for such young people. Can we train part of them?

My second question is: How can we secure such a school?

We might, perhaps, in time, interest some benevolent millionaire and secure the larger part of it as a gift, but this means a weary time of waiting and no certainty of success at last. Cannot we get it from the national government?

I find that congress has twice made liberal provision for the endowment and support of colleges and institutes for the benefit of agriculture and the mechanic arts. The last of these acts, (U.S. Statutes at Large, Vol. 26, pp. 417-19,) approved August 30, 1889, appropriates \$15,000 a year, under certain conditions, to each state or territory, and goes on to increase the sum \$1,000 a year until it reaches \$25,000. Would not it be possible for us to ask our law makers to do something of this kind for us. Tell them that our students are capable of shining in agriculture and the mechanic arts, but the means of teaching these, which the nation so generously supplies for the hearing, are useless to the deaf. Ask them if the deaf of all the states and territories may not have one such school as is provided for the hearing in each state and territory. It seems to me that by concerted action, each of us working with the congressman from our own state, we might get our school. I hope these questions will be debated fully at this meeting, and if we agree that we will take some formal action. To this end, if I can find a second, I offer the following resolutions:

Resolved, That we feel the great need of a free technical and industrial school for the deaf of our whole nation, where instruction shall be given in "agriculture, the mechanic arts, the English language and the various branches of mathematical, physical, natural and economic science, with special reference to their applications in industries of life.

Resolved, That as the general government has recognized by liberal appropriations the value of such colleges and institutes for normal youths, we ask it also to provide one for the deaf.

Resolved, That a committee be appointed by our chairman, who shall decide upon the general course of instruction at such an institute, its methods of government, the requirements for entrance as a student, the apportionment of students among the different states and territories, and the amount necessary to establish and maintain it; and who shall employ such decisions in a circular to be sent to each head of a school for the deaf in this country, with the committee's advice as to the best method of obtaining such legislation as is necessary to secure the end in view.

Resolved, That each of us pledge ourselves to do all in our power to promote the early passage through congress of a proper bill for this object, and to hasten the time when the school can open its doors to students.

Mr. Clark moved the adoption of these resolutions, and Superintendent F. W. Metcalf, of Utah, seconded the motion. Considerable discussion of the subject followed. Dr. Wilkinson, of California, was opposed to the idea, but Superintendent Johnson, of Alabama favored it, and Dr. Gallaudet said that he sympathized with the movement, but thought it impracticable. It was finally decided to leave the matter with a committee of three, consisting of Superintendent Clarke, chairman, Dr. E. M. Gallaudet, of Washington, and Superintendent W. A. Caldwell, of Florida.

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TRENTON, OCTOBER 27, 1892.

REV. J. M. KOEHLER, who succeeds the late Rev. H. W. Syle as Rector of All Souls' Church for the Deaf, in Philadelphia, is carrying on the work with energy. The attendance at the church and at the meetings of the literary and benevolent societies connected with it is excellent and the finances, we understand, are in good shape. The church is to be newly upholstered this season with curtains, cushions, etc. Mr. Koehler does a great deal of missionary work in Pennsylvania and New Jersey, besides his work as rector, and it tells in raising the intelligence and character of those to whom he ministers.

THE formal dedication of the new buildings of the Pennsylvania School at Mount Airy, took place on Saturday, October 8th. A special train from the Broad Street Station took about five hundred invited guests to the grounds. After a sumptuous lunch exercises of an interesting nature were held in the chapel of the central building, and at the conclusion, opportunity was given for inspection of the buildings. We hope to give a full description of this magnificent home for the deaf children of Pennsylvania at another time. We will only say here that the Board of that school has spent the sum of \$500,000 already and that by the princely addition of \$50,000 made on the day of the dedication, they will be able to complete one more building—that for the teaching of industrial pursuits. This vast sum of money has been expended with such wisdom that it is hard to conceive any need of such a school which is not here fully met. Such liberality and such foresight reflect the greatest credit on the Board and on the Principal. This school, the third in this country in order of age is second

to none in the value of the work it is doing.

THE death of Mr. Thomas Monroe, Superintendent of the Michigan Institution, announced in an extra enclosed in the last number of the *Mirror*, is a surprise and a shock to those interested in the education of the deaf. Young, zealous and progressive, he was one of those to whom we looked for such valuable work and such growth in knowledge and in wisdom as would make them worthy successors of the best men of our older generation when these shall have left the stage.

Through the medium of the *Silent Educator* which he founded in connection with Mr. Cook, then also connected with the Michigan School, Mr. Monroe's name has become favorably known to all teachers of the deaf in this country. Last summer he was married and with the new school year he succeeded to the position of Superintendent of the Michigan School. His death resulted from an attack of typhoid malarial fever, after an illness of two weeks. His bereaved friends have our sympathy, and his loss will be widely felt.

THE REV. THOMAS GALLAUDET, D. D., has tendered his resignation as rector of St. Ann's (P. E.) Church, New York, which he founded forty years ago. At that time and for many years thereafter this was the only church for the deaf in America and we believe in the world. How diligently, how conscientiously and with what loving patience Dr. Gallaudet has labored on behalf of his charge—the deaf-mutes of New York, every body knows in a general way, though only those nearest to him fully understand the amount of work he has accomplished. To the members of his congregation he has been more than a pastor; he has been "guide, philosopher and friend," he has been a wise father and a sympathizing brother. His sympathy and his aid have not been limited by the boundaries of his parish, but every deaf person in New York of whatever creed has felt, when in need, that he could call on Dr. Gallaudet with the certainty of finding a friend ready to help him. Within the last ten or fifteen years the work has grown upon his hands, and he has taken up the visitation of little congregations of deaf-mutes scattered throughout the country. He was the means of establishing the Home for Aged and Infirm Deaf-Mutes near Poughkeepsie, N. Y., and the Church Mission to Deaf-Mutes, by whose efforts deaf-mutes in all parts of the country are reached by the spiritual ministrations of the Protest-

ant Episcopal Church. As the doctor has passed his seventieth year, he finds this burden of routine work, which is far beyond what most men in the prime of life would be equal to, beyond his strength, and he therefore lays down that part of the work which others can most readily take up. He will continue his mission work to the deaf and will still serve on the many boards of direction of educational and charitable work for the deaf of which he is an honored and valued member. Dr. Gallaudet is still vigorous and full of cheerful life, and we may reasonably hope that he will for many years yet, be able to do good work in the cause nearest to his heart.

OUR oral work for this year will cover more ground and will be better arranged than ever before. Miss Gillin, who has taken a normal course in oral teaching and whose ability to use this method has been sufficiently tested in the class-room, will have a class of young oralists to train, and will bid adieu to the manual method.

Miss Bunting has been assigned to a class who have made sufficient progress in speech to use that as the regular means of communication. She will devote attention to the method of correcting faults in pronunciation and so on. Besides these, the advanced class use speech entirely in their lessons with the Principal. Miss Dey, besides the care of her own class, will give special lessons to selected pupils, including one lesson a week in auricular development. In this line the regular teachers of the selected pupils will co-operate with Miss Dey, practising them in exercises devised by her.

SINCE the lamented death of Superintendent Monroe, of Michigan, last month, the impression has been quite general, and we confess that we have shared it, that the *Silent Educator* might be discontinued. We are very glad to learn from the October number of the *Educator*, that there is no danger of such a result. Every one values this monthly and the fear which was expressed when it was founded, that the *Annals* and *Silent Educator* could not both find support, seems to have been without reason. Longer and more carefully prepared papers are sent to the *Annals* and that quarterly certainly shows no falling off in the amount and quality of its contents. But many of our best teachers who do not care to write at length about their methods and theories, will write from time to time brief notes on all subjects connected with their work, prepared with no special attention to

literary finish and aiming only to suggest—not to elaborate. All such contributions naturally find their way to the *Silent Educator*, and make it of great practical value. Every teacher of the deaf ought to take it, but the *Annals* ought by no means to be allowed to lack support.

THE *Educational Review*, published by Henry Holt & Co., is the ablest periodical dealing with the subject of education which is published in this country. We were interested in an article which appeared in the June number, on the teaching of modern languages as practised in German schools. The teacher begins with a picture, and gives his pupils the English names of the objects represented—cow, grass, barn and the like, correcting the pronunciation and making the pupils repeat the words until they come "trippingly on the tongue." The next step is a question (still in English) "Where is the cow?" The answer, "In the grass," is given in English and the pupils are drilled in speaking the question and answer. This will give a notion of the method, and its success, judged by what the writer says, is very great as compared with the old grammar and lexicon way. What struck us in reading the paper was the close resemblance between this work and the language work of good teachers of deaf-mutes. The remark of the writer of the article that in this system "the teacher is every thing," applies also with especial force to the instruction of deaf-mutes. President Gallaudet of Washington has put it very pithily in his saying: "It is very important to have good methods, but the best method is to have a good teacher."

A Deaf-Mute Stump Speaker.

Mr. Albert Ballin, the well-known deaf artist of New York, is now stumping the State for Cleveland. He will travel through the State until election time, making public addresses in all the cities which contain enough deaf-mutes to form a good sized audience, and working hard to help his favorite candidate. Mr. Ballin is one of the most witty and interesting speakers in the sign language that we have ever seen, and a lecture from him is a treat that no deaf-mute would willingly miss even if he did not like Mr. Ballin's politics. We believe this is the first time that a campaign committee has employed any one to work among the deaf-mutes as a class, but, as there must be, at a rough guess, three thousand voters of this class in New York State, it may be a good move. Perhaps the Republicans may follow suit and send Mr. Jones of the New York Institution to counteract Mr. Ballin's work, as he is an equally eloquent sign speaker and a "dyed-in-the-wool" Republican.

LOCAL NEWS.

The boys have lots of fun playing foot ball this cold weather.

Philadelphia had a snow storm on the 5th. Trenton had hail.

The tender plants have been taken indoors, so the frost will not kill them.

Some members of the State Board of Education held a meeting at the school on the 4th.

Mr. John H. Scudder, of the Board of Education, is one of our most interested visitors

Mr. P. Gaffney was a delegate to the Democratic Convention held in Camden on the 27th of last month.

The boys are talking of organizing a literary society in the near future. We wish they would. It is good for them.

The pupils were presented with Columbus badges at the *True American* office before the celebration in Trenton.

The boys in the carpenter shop are making Mr. Porter an office desk. The design and scale drawings were made by Mrs. F. H. Porter. We think it will be nice.

The pupils had a splendid time at the Inter-State Fair last month. The electric cars which took them to the gate was a delightful novelty to them.

One of our new pupils is a Russian young lady seventeen years old. Her name is Rosa Harwitz and we understand she last attended school at the Wisconsin Institution.

Miss Minnie Mickle is now at the National Deaf-Mute College. We hope she will cover herself with glory, and be a credit to the New Jersey School that prepared her for the higher course she is now taking.

Mr. and Mrs. G. S. Porter gave two receptions at their residence on Yard Ave. One was given on the 8th and the other on the 22d. On the later date some of their friends from New York and other places were present.

Mr. Jenkins received a letter from a soldier from Fort Sill, Indian Territory, asking for some alphabet cards, so he could teach some of the Indians how to spell on their fingers. Perhaps the Indians are deaf-mutes.

Mr. Michael Hopkins, who has been engineer for our school for a number of years, tendered his resignation, which took effect on the 15th inst. He has secured a better place in Jersey City as engineer and janitor for a club house. He has the good will of the school.

Boys are mischievous sometimes. Some one tied cotton around the bell-clapper, so that when the bell-boy did his duty, the bell did not ring. There was a slight hitch in the school machinery for a few minutes, but the fellow who got it up had to pay for his fun.

Mr. Stephenson failed to get the gold watch offered by the manage-

ment of the Camden baseball club. He made thirty-nine home-runs, which was twenty-five more than that made by any member. The reason given was that forty home-runs were necessary to capture the prize, which is regarded by every fair minded person as an outrage. There must be a screw loose somewhere in that club if Stephenson receives such treatment.

The male members of the advanced class have got the pugilistic craze; at least that is what it seems to be. They can be seen punching the bag (foot-ball) most every day at their leisure. They want a pair of boxing-gloves, and have passed around a subscription paper for that purpose. While we are wondering if any one of them wants to be a Corbett or a Sullivan, we would suggest that they go to work and organize a *bona fide* athletic club, indulge moderately in the various outdoor sports, such as running, jumping, vaulting, playing foot-ball, etc., and then be ready to take part in contests for trophies, such as was offered by the *Deaf-Mutes' Journal*, and by the *Register* last spring.

The "Silent Worker's" Kite.

The silent "knights of the stick and rule" sent up a magnificent kite from the play grounds some time ago. It had a beautiful long tail which dangled gracefully in its upward flight. All the twine that could be procured was used to let it fly as far onward and upward as it could, but there was not enough twine to satisfy its greed for distance, so there it remained for some time, when suddenly it took a downward dive and disappeared behind some trees and buildings. For a time it was thought the kite was lost, and the silent "typos" of Jersey began to look blue, but it rose again more majestic and beautiful than ever, shaking its tail to its would-be captors with the saucy indifference of a flirt. It caught the eyes of a thousand people. Telescopes and field glasses were leveled at it and this is what they saw on its smiling face:

THE SILENT WORKER,
50 cents a year.
TRENTON, N. J.

Since then subscriptions have been coming in, and if the paper gets as much money as the kite had of twine to help it on, it will try to be one of the most progressive papers published in the silent world. If it ever has a drop downward, as all things must once in a while, we hope it will rise again higher than before.

TWO MIRACLES.

The man had been dumb from childhood,
(An affliction thats scarce a joke),
And its strange that the people were not surprised
When he picked up a hub and spoke.

But stranger than all to us 'twould seem,
And out of the natural law,
That they never winked when a blind man stooped
And picked up a hammer and saw.

FROM COLORADO.

An Interesting Letter from a Former Pupil.

MY DEAR FRIENDS:—I take this opportunity to write, and will tell about our trip to the West. Some parts of the journey were interesting, while the rest were "chestnuts."

Now about the trip.
We left Newark, N. J., on the third of June at 6:59 P.M., on the Western Bound Express, via the Pennsylvania R. R., and passed through Trenton, Philadelphia, and other small towns. We arrived in Pittsburgh, Pa., at 8:30 A.M., and changed cars. The train left at 10:00 A.M. for Cleveland, Ohio, and arrived at 1:45 P.M., then changed cars again for Oberlin, Ohio, over the Lake Shore and reached Oberlin at 5:00 P.M. It was the place where my brother attends the Theological Seminary. We spent several days there visiting some buildings and friends. It was nice, and looked like the place in Asbury Park, except many colored people live there. It is a temperance town and not a saloon to be seen. We visited the chapel where there were 1400 students who attended. It was built of brick and was nicely located. The paths across the campus are in every direction. We also visited the museum and library. Those buildings were elegantly built. While there, there was a terrible storm which lasted three hours, after which followed a rise in the creek which flows through the town. A shower of hail fell as large as marbles. We gathered many of them and ate them. Lots of them were left. You all hurry up and come to eat them.

On Wednesday, June 8th, we left the town at 9:00 P.M., and passed through Indiana,—reached Chicago at 8:30 A.M. While on the way to Chicago, we passed a large spreading lake, which is the second in size in the United States. It seemed so crowded, as it had narrow streets and sixteen story high buildings. If we had spare time, we would have visited the World's Fair buildings. We left at 10:45 A.M. and took the chair car for Denver, our own home. It passed through Iowa, Nebraska and Kansas. These states had very little attraction for us. There were hundreds of miles of prairies in addition to some small houses, and we saw many prairie dogs and antelopes. The dogs resembled squirrels, except the tails. There is plenty of room for New York and Newark. When approaching Denver, we could see Pike's Peak and the snow on the mountains. After thirty-two hours of travel we reached Denver Union Depot at 7:30 P.M. The arrival at Denver was exciting to me and found my other brother waiting to meet us at the depot. My brother introduced me to him as his wife, but he did not believe it. My papa and mamma were waiting at the gate for my brother, but they did not know that I was coming to live with them. He introduced me to them as his wife, but they knew that it was not true at all. They cried and were rejoiced to see me. It seemed very strange to meet them, for I had not seen them for fourteen years, but I was delighted to meet them again. My little

sisters were nearly crazy and covered me with many kisses. I think they are pretty and sweet.

We can look out of the window and see the snow on the mountain plainly now. It seems it is but a short distance, but it is seventy miles away.

My brother took me all around Denver and I enjoyed it intensely. I think it is as large as New York; perhaps it is better than New York, because it is nicely located. Money can buy everything from the city. We visited the museum and saw an Indian mummy which was so dried that we could see through his skin, and lots of beautiful stones and rocks that I cannot remember their names.

Most of all the horse-cars run by electricity and cable. They have seats just like the seats in the cars on railroads. They all are so clean and nice. If you wish to fill your lungs with fresh air, you can take a ride eight miles for five cents. The Capitol is situated on two blocks alone, and is built of white granite,—not a stone at all. It is not finished yet, but when done will be very handsome. The Court House has a pretty location and is surrounded by cut green grass, and fountains with statues of women. The City Hall is seven stories high and made of stone. Can you tell me how the trees can keep nourished without rain for two months? Every street has a ditch of water running by all the trees. The trees are cottonwood and maple. We have a very nice garden of vegetables and flowers. We keep hose to sprinkle them all the time.

My brother left here last night for Red Cliff where he is to preach, and will not be back for a long while. He joins me in sending our love and regards to you all. We shall be glad to hear from some of you. We hope that you all will have a pleasant vacation. We will bid you good-bye.

Believe me ever your friend,

ELLA LOUISA ECKEL.

When the Leaves Change their Color.

The maple owned that she was tired of always wearing green. She knew that she had grown, of late, too shabby to be seen!

The oak and beech and chestnut then deplored their shabbiness. And all, except the hemlock sad, were wild to change their dress.

"For fashion-plates we'll take the flowers," the rustling maple said.

"And like the tulip I'll be clothed in splendid gold and red!"

"The cheerful sun-flower suits me best," the lightsome beech replied;

"The marigold my choice shall be," the chestnut spoke with pride.

The sturdy old oak took time to think, "I hate such glaring hues;

The gillyflower, so dark and rich, I for my model choose."

So every tree in all the grove, except the hemlock sad, According to its wish ere long in brilliant dress was clad.

And here they stand through all the soft and bright October days; They wished to be like flowers—indeed they look like huge bouquets.—*Selected.*

Princess Louise has completed the bust of the Queen, which, with her Majesty's consent, is to be sent to the Chicago Exhibition. It is now in the Queen's boudoir at Osborne.

THE SCHOOL ROOM.

All articles relating to school-room work will come under this head. This department will be conducted by ROWLAND B. LLOYD, A.B., to whom all articles on kindred subjects should be addressed.

The study of natural science should receive more attention than it does in schools for the deaf. There are certain branches of it easily acquired and there are some other studies that may be dropped with small loss, to make room for it. The deaf, by reason of their misfortune, are thrown more largely upon their own resources for amusement and learning than hearing people and often find time hanging heavily on their hands, especially during their vacations and visits to the country. They cannot join very well in the conversation of the hearing people present; the fish don't bite, and they have been reading till they are tired of it. They feel dull and lonesome. What are they to do? The sciences of Botany, Geology and Entomology open the gates to a boundless field of pleasant and profitable investigation. No one acquainted with one of these subjects need ever feel at a loss for something to do. It does not require much study to use Gray's or Wood's Key to the Natural Orders of Plants, and one who can use it, can take his manual and his magnifying glass to the woods and fields and spend the entire day, oblivious of the flight of time and the drawbacks of his deafness. If he has a good microscope, he can penetrate still farther into the invisible, but wonderful world of vegetable and animal life.

We would like to call the attention of teachers, who have not seen them, to Potter's Elementary Geography, and to the series of four little books, "The World and Its People." We have seen few books so well suited for use in our intermediate classes. The former is published by Potter & Co., Philadelphia, and the latter by Silver, Burdett & Co., of Boston. If you are using any text books, which you think are not generally known to teachers of the deaf, but are exceedingly well adapted for our use, let us know of them. There are so many school-books issued that to examine them all would be an endless task.

Our advanced class this year will have Sharpless and Phillips' Natural Philosophy, Young's Government Class Book and Gray's How Plants Grow. They will also have Algebra. The following are some of the other books used in the school, not written expressly for the deaf.—Swinton's Geography, Warren's Geography, Ellis' History of the United States, Anderson's History of the United States, Thalheimer's History of England, Harper's Arithmetic, Greenleaf's Arithmetic.

(Class Work.)

What is a cotton-gin?" asked a teacher of a bright little semi-mute. "It is," said he, "what you get by pressing cotton to put on machinery." Being told that he was wrong, he said, "O, then, it is to drink." In

the first case he thought it was a kind of oil; in the second, gin.

Another semi-mute who had been four or five years at a public school, thought the Delaware began at the Hudson River and emptied into the Pacific Ocean, that Trenton was called the capital, because it was in the middle of the State, that Jersey City was at the mouth of the Delaware, yet this boy was born in New Jersey and not in England.

(From Enoch Arden.)

Philip was Annie's children's dearest friend. They loved him more than any body. When they saw him coming, they ran from the distant corners of the street and gave him a hearty welcome. They were the lords of his house and of his mill and worried his passive ears when they talked about their wrongs. They called him father Philip and hung upon him and played with him merrily. They forgot about their father Enoch, who had left his home ten years ago. No news of him ever came to his native land. It chanced one evening Annie's children longed to go out nutting in the woods. Annie would go with them and they begged father Philip as they called him to go too. They found Philip in the mill and he was covered with white flour all over. They said to him: "Come with us, father Philip." He denied. But when they plucked him to go, he laughed and yielded readily to their wish. And they went with glad cries. They rushed through the woods down to the bottom and dispersed and bent or broke the hazel trees. They talked with loud cries.—V. A. H. Born deaf.

Africa is the home of the black race. The black people have no schools there, because they are savages. They never wear clothes, because it is too hot. The black men are always ready to fight tigers, lions and other animals. They have no beds and they sleep on the grass or the ground. If they are hungry, they will go to get some fruit. They do not want to work in Africa, because they have enough fruits to grow on the land. The black men have some elephants, camels and snakes. They ride on the backs of camels or elephants. Sometimes the sand-storms occur in Africa. The black men kill lions, tigers and other animals by means of clubs, knives, bows arrows and spears. Some black people came to America from Africa. They are intelligent now in the United States. Some black people in Africa wear two horns on their heads and bore holes in their noses and ears and wear big rings. Some black men eat human flesh.

(Pupil's version of a story told with the finger alphabet.)

In a certain village there were a man and his wife. They loved each other. They lived very happily together. By and by the lady had a baby, but as soon as it was born she died. The man was much troubled, and he did not know what to do with the baby. He hired a woman

to take care of the baby. The baby would not eat. It cried all day. During all night the baby was quiet and good. The nurse did not understand. She found out. She kept awake. Some body walked across the room, and nursed the baby. The nurse called the man, and she told him about somebody nursing the baby. He called his friends to a council. They resolved to keep watch. They lay on the floor. The man put the candle in the jar, and covered it in the dark. At 12 o'clock they heard some body open the door and nurse the baby. They opened the jar and the light shone. And they saw the mother dressed in grave clothes. She disappeared immediately, but the baby was dead. P. N. Born deaf.

Popular Names of Cities.

City of Churches.....	Brooklyn.
City of the Straits.....	Detroit.
Monumental City.....	Baltimore.
Hub of the Universe.....	Boston.
City of Brotherly Love.....	Philadelphia.
City of Elms.....	New Haven.
Crescent City.....	New Orleans.
Eternal City.....	Rome.
City of Fashions.....	Paris.
Queen City of the Lakes.....	Buffalo.
Quaker City.....	Philadelphia.
City of Railroads.....	Indianapolis.
Bride of the Sea.....	Venice.
City of Masts.....	London.
City of Seven Hills.....	Rome.
City of Magnificent Distances.....	Washington.
Forest City.....	Cleveland.
Garden City.....	Chicago.
Athens of America.....	Boston.
City of Spindles.....	Lowell.
The Glory of the East (ancient).....	Perseopolis.
Iron or Smoky City.....	Pittsburgh.
Mound City.....	St. Louis.
City of Victory.....	Cairo, Egypt.
City of the Violet Crown.....	Athens.
City of the Sun.....	Baalbec.
City of Rocks.....	Nashville.
Puritan City.....	Boston.
City of Peace.....	Jerusalem.
Mistress of the World.....	Rome.
City of Roses.....	Little Rock.

A POEM OF DEATH.

On the death of Lord Tennyson his admirers recall one of the most beautiful lyrics of the English language, written by the poet in his 80th year, on this very subject of death. It forms a fitting song for his going out. It is entitled "Crossing the Bar," and is as follows:

Sunset and evening star,
And one clear call for me!
And may there be no moaning of the bar
When I put out to sea,

"But such a tide as moving seems asleep,
Too full for sound and foam,
When that which drew from out the
boundless deep
Turns again home.

"Twilight and evening bells,
And after that the dark!
And may there be no sadness of farewell
When I embark;

For tho' from out our bourne of Time
and place
The floods may bear me far,
I hope to see my Pilot face to face
When I have crossed the bar."

"Going To Bed" Etiquette.

It is always a debatable point of etiquette, whether hostess or guest make the first movement to go to bed, and thus break up the evening gathering. The guest may be overcome with fatigue from a day's journey, the host may be fidgeting under the strain of entertaining, and long-

ing for the guest to show some signs by which he can gracefully and hospitably suggest that "it is growing late," yet neither quite like to appear, as they think, impolite. In fact, many visitors have suffered agonies in trying to be agreeable, while the host and hostess were doing their best to suppress their yawns and to 'make conversation' until chance offered a solution of the difficulty. There is, however, but one rule to be followed in this relationship of host and hostess, and the hour of retirement. The host or hostess must always take the initiative and say an appropriate word as to the lateness of the hour and the desirability of going to bed.—Boston Beacon.

You Cannot.

Say, young man, there is one thing you cannot do. You can't make a success in life unless you work. Better men than you have tried it and failed. You can't loaf around street corners and saloons, smoke cigars, tell foul stories, drink whiskey, and sponge on some one else without making a failure in life. You must learn a trade or get into some honest business. If you don't you will be a chronic loafer, despised by all, producing nothing—simply making yourself a burden on your parents or on the state. There is no place in the world to-day for loafers. The ripe fruit is all at the top of the tree. You must climb to get it. If you wait for it to fall at your feet you will never get it. Smarter men will jump and pluck it. Move. Do something, no matter how small. It will be a starter. Help yourself and others will help you. There is no royal path to success. Toil, grit, endurance—these are the requisites. Wake up and see what you can do.—Forriston Herald.

A Summary of Life.

Some modern philosopher has given in these lines the summary of life:

Seven years in childhood's sport and play...7
Seven years in school from day to day...14
Seven years at trade or college life...21
Seven years to find a place and wife...28
Seven years to building upward given...35
Seven years to business hardly driven...42
Seven years for some wild-goose chase...49
Seven years for wealth and bootless race...56
Seven years for hoarding for your heir...63
Seven years in weakness, pain and care...70
Then you die and go—you should know where.

O living friends who love me!
O dear ones gone above me!
Careless of other fame,
I leave to you my name.

Hide it from idle praises,
Save it from evil phrases;—
Why, when dear lips that spake it
Are dumb, should strangers wake it?

Let the thick curtain fall;
I better know than all
How little I have gained,
How vast the unattained.

Sweeter than any song
My songs that found no tongue,
Nobler than any fact—
My wish that failed to act.

Others shall sing the song,
Others shall right the wrong—
Finish what I begin
And all I fail to win.—

—J. G. Whittier.

ABOUT THE DEAF.

The city of Brooklyn is to have a new church for deaf-mutes.

The Iowa Institution was damaged by fire and water on August 11th to the extent of \$25,000.

Hoy, the famous deaf-mute ball player, recently had his salary reduced from \$3,500 to \$3,000.

WISER THAN HE LOOKS.

A deaf-mute may be wiser than we'd commonly comprehend. For he's a lot of information at his little fingertips. —*Truth.*

We fear Cupid is getting weary, judging from the number of deaf-mute marriages during the present year.

It is said that a bust of the late Henry Winter Syle has been placed in the chapel of the National Deaf-Mute College.

Mr. John F. Donnelly, a prominent deaf-mute in all public affairs of the deaf, passed away from this earth on the 30th of September. He lived in Pawtucket, R. I., where he worked as a successful printer.

A deaf-mute in Williamburg, N. Y., was painted red and blue by his hearing brother. The parents had a hard job removing the paint with turpentine, hot water and soap. The unnatural brother was arrested and had to answer for his joke in court.

The *Silent Press*, edited and published by Mr. Ed. Holycross, at Dayton, Ohio, after a short but brilliant career, went to join the great majority last summer for want of support. Its subscription list was transferred to the *Deaf-Mutes' Register*.

Mr. A. F. Adams has an article in the *Silent Educator* on "Why Schools for the Deaf should have a Gymnasium." He treats the subject in a very able manner, and those interested in the physical growth of our youth should give it their careful perusal.

Mr. Frederick Reid, who was a teacher at the Nebraska School a few years ago, is a brother of the Republican candidate for the Vice-Presidency, Hon. Whitelaw Reid. He is now a successful farmer near Council Bluffs, Ia. He graduated from the National Deaf-Mute College.

In the Argentine Republic the principle of state aid for schools for the deaf is gaining ground. The minister of public instruction has authorized the payment of about eighty dollars a month to the institution at Rosario to secure the free education of eight deaf children. —*Ex.*

Photographer Rinald Douglas, of Livingston, N. J., has made the purchase of a 16 by 22 camera this fall. His out door work is strictly high grade, and he seldom fails to give satisfaction. We understand he is to put up a studio where he will be prepared to cater to people desiring cabinet photographs taken of themselves.

The Kentucky School has a new pupil who is deaf, dumb and blind by the name of Daisy Billing. *The Mute* says: "She is a pleasant looking, healthy child with plenty of

sense and; with the examples of such cases as Laura Bridgeman and Helen Keller before us, we feel hopeful of being able to do much for her mental development and the training of moral nature."

The Congress of the deaf, like other Congresses, will assemble in a building to be permanently known as the Memorial Art Palace, but it is deemed for the best interests of all that only a limited number be allowed to take part in the proceedings. These shall be among the ablest living representatives of the deaf, and will be selected by a Committee, with the advice of competent authorities. —*Maryland Bulletin.*

On the occasion of Prof. Jones' "lecture" on Ivanhoe before the Gallaudet Society last year, a *faux pas* happened when it required all our strength to keep us from bursting out into unseemly laughter in the midst of a highly interesting description, the inimitable pantomimist was giving us in his best vein. The scene was the first appearance of the pilgrim from the Holy Land with the palm leaf and staff, and dressed in the travel-worn garments of the East. By an unconscious slip of the fingers, the actor lecturer went on to say that the pilgrim wore a pair of *scandals* on his feet. If that was not a pun, it came very near to one. —*Free Lance, in Journal.*

One of the strange things in Paris is a club composed entirely of deaf and dumb men. The servants, too, can neither hear or speak. When they are wanted they are notified by means of a little electric apparatus, invented by a member of the club, which gives them a slight shock. The club-house is in one of the short streets near the Montparnasse railway station. The president of the club is an old man who fought in the Indian wars in America, and whose tongue was cut off by an Indian who once took him captive. The members of this curious club converse entirely by signs and seem to find life well worth living.

The story of the unfortunate president of the club, though unquestionably pathetic, will require confirmation before it will be accepted over here.

Baron Roger Seillire, oldest son of Baron Seillier, head of the well-known banking house in Paris, is deaf. He was a deaf-mute, having become afflicted at an early date. This affliction set him apart from other men; but, instead of becoming morose he grew up to be a lovable fellow. He was over six feet tall and weighed over 200 pounds. He had a full Vandyke beard which the years had plentifully streaked with gray. He had an ample income and begun at an early age to wander over the face of the earth. There is scarcely a spot in the civilized world that the big, handsome Frenchman has not visited. He made several visits to New York City. —*Maryland Bulletin.*

The *SILENT WORKER*, published every month by the New Jersey School for Deaf-Mutes, has been enlarged, and in the future will be mailed to any address for fifty cents a year. —*Daily State Gazette.*

DEAF-MUTES IN PARIS.

An Incident Showing the Perfection of Their Instruction.

In the National Institution careful attention is given to physical culture. Gymnastic exercises, long walks, frequent baths and swimming are held in great esteem, but not trapeze exercises, pole climbing and other violent and dangerous forms. The difficulty of giving commands necessarily draws the limits for the students at this kind of gymnastics. In the exercises which they do take, they acquire the idea of rhythm, of sentiment, and of harmony, and they learn attention, order and obedience, which are so useful to the progress of their education.

The institution itself is large and commodious, well supplied with all the numerous necessary appliances and with a fine library. There are at present more than two hundred scholars in attendance and the number tends constantly to increase. The cost per year for those in the institution is \$250. For day scholars it is considerably less than half the amount.

The following incident is related by the *Chataquan* as showing to what measure of achievement the instruction of the deaf-mutes may be carried forward: At the roll-call of conscripts the presiding officer saw approaching him after a certain name had been reached a large, well-formed young man, who said:

"I believe it is useless for me to submit to an inspection, Mr. President. I can never pass for a soldier."

"For what reason? On what grounds do you claim exemption?"

"I am a deaf-mute."

"How? You a deaf-mute? You have answered to your name, and are now carrying on a conversation with me. It is impossible."

"It is only the movement of your lips as you speak that I read, Mr. President. I am entirely deaf."

And the truth of his statement was published. —*Phila. Item.*

Pretended Deaf Men.

In the countries of Europe in which the military conscription exists many tricks are resorted to by conscripts in the effort to escape service. Often men have been known to mutilate themselves, as by cutting off a forefinger, in order to render themselves unfit for the service. Pretended inability to see is exposed by the surgeons without great difficulty, but pretended deafness sometimes baffles the examiners.

A counter-trick on the part of the officers was for some time effective against this fraud. The recruiting officer, after a conscript had pretended to be deaf, remark, in an ordinary tone of voice, "You are unfit for the service; you are free." In many cases the recruit showed by evident signs of satisfaction that he heard the remark.

He was then recalled, told that he had been detected in his fraud and sent to the barracks.

After a time, however, the conscripts became too wary to be caught in this trap. They had heard of the trick, and were on the lookout for the remark, and when it was uttered

they made no sign of intelligence.

Lately the French officers have invented a new "trap," the success of which is a curious illustration of the ingrained courtesy, or at least the assumption of courtesy, on the part of Frenchmen of all classes.

After the time "You are free" has failed to excite any sign of understanding in the recruit's face the command to go out is shouted to him. He starts out of the room, the door which is held open by mechanical means. As he passes through it, the officer says:

"You might at least shut the door!" This little unjust impeachment of the man's politeness is said in nine cases out of ten of pretended deafness to result in a quick turning of the prisoner's head. He is then called back, and told that he has been found fit for the service. —*Youth's Companion.*

Their Ideas of the Deaf.

We suppose that every deaf-mute of average understanding has had it brought home to him that a great many people have dim ideas of the true status of those who have no hearing, if, indeed, they are not also practically dumb.

Of course, a much greater number of people are annually learning the truth with regard to the deaf, their schools and their condition. This is because there is so much circulated information, especially through the medium of what are called the "institution papers." The *Register*, for instance, has a great many subscribers among hearing people, and doubtless other papers reach the same class of readers.

Then the conventions of the deaf, held now much more frequently than formerly, are great educators. Their proceedings are usually given wide report by the local press, and wherever their pamphlet reports are sent, information follows and is appreciated.

It should be the duty of the deaf mute press and of deaf-mute gatherings to see that correct information is imparted. Reporters are always present at the latter and a little judicious coaching will do wonders.

We think that the great majority of institution papers need much more careful editing than they at present receive, that they may be the useful vehicle, for which they are supposedly designed.

The following questions were sent for answer to the principal of a school for the deaf. The inquirer said she intended to write a story with a deaf mute as the hero. A glance at the questions will show the successive stages through which she proposed to bring him, and she apparently wished to be sure of her facts:

1. Do Deaf mutes weep—shed tears?
2. To what least painful cause may an aphonic condition be ascribed?
3. Are their untrained cries of joy ever musical to the sensitive ear?
4. Can, at age of 12 or 13, an operation re-establish articulation and hearing? —*Rome Register.*

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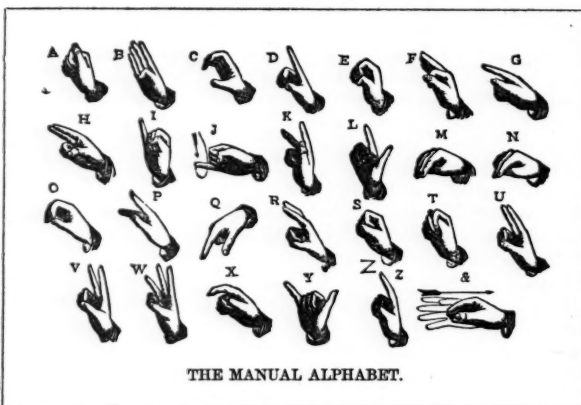
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THE MANUAL ALPHABET.

Its Origin and Its Use. Recommended as a Means of Communication.

Language in its orthographic form, as we are accustomed to use it in writing and in print, is addressed to sight. Any one can learn to read this form of language written in the air by means of the manual alphabet, as readily as he can read writing. The manual alphabet, presented in the accompanying cut, is a manner of writing English, and as a means of intercourse with the deaf, it is preferable to writing on paper, being more rapid and convenient.

The origin of the ancient art of dactylology is not known but evidences



THE MANUAL ALPHABET.

of its existence have been traced from the Assyrian antiquities down to the fifteenth century upon monuments of art. The venerable Bede, "the wise Saxon," described finger-spelling more than a thousand years ago, and three manual alphabets are figured in an edition of his work printed in 1532. The first finger alphabet adopted in teaching spoken and written language to the deaf was the Spanish one-hand alphabet. The happy thought of this adaptation is attributed to the pious and learned monk, Pedro Ponce de Loen (1520-1584.)

The Spanish alphabet, somewhat modified, was introduced into France by the brilliant Pereire and his gifted deaf pupil, Saboureaux de Fontenay. The alphabets employed in teaching the deaf by the Abbe De l'Epee and the Abbe Deschamps appeared clumsy beside it, and were somewhat supplanted in use by this new alphabet. The same alphabet, with a few slight changes, was adopted by Dr. T. H. Gallaudet in the school for deaf children opened at Hartford in 1817, and it is now known in almost every hamlet in the land. Finger-spelling is to the deaf a borrowed art. It was originated neither by them nor their teachers, yet its value to the deaf can not be overestimated. To the deaf-born the mastery of common language is an extremely difficult task. Intelligible speech in certain cases is well nigh impossible. Writing is slow, wearisome, lifeless, and often impracticable. Finger-spelling, which may have the rapidity of deliberate speech, and three times that of writing, permits dramatic action, emphasis, accuracy, and easy repetition, thus keeping the senses alert and vividly impressing the forms of

words and sentences upon the mind. It compels practice in our language and encourages and stimulates the child in his efforts to master it. Schools for the deaf throughout the country have preferred this alphabet to any other, as it can be read with more certainty, rapidity and ease. It is recommended for its convenience, clearness, rapidity, and ease in colloquial use, as well as for its value as an educational instrument. This alphabet can be learned by close application in an incredibly short time, and it is recommended that the school children in all sections of the country be encouraged to learn it. It is, however, chiefly with a view to promoting the welfare of

thousands of deaf persons who depend largely upon finger-spelled English in their social and business relations that this simple art is commended to the hearing. Taken up as a pastime, often, it has proven useful in business and in the home. It is of special value in the sick room, where the voice must be hushed and where ever a whisper is sometimes harassing to the delirious patient; and in public, where it is often desired to have secrecy, and where society disdains to have any whispering. It has been used by many, after the voice was gone, to convey messages of importance and last words of love, trust and peace.

All persons engaged in the education of the deaf encourage the learning of the manual alphabet by hearing persons, and in each case, when it is in their power, they will undoubtedly obtain printed sheets of the alphabet and supply all who call for them.—*Dakota Advance.*

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Weston Jenkins, A. M.,
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